



New Bewerley Community School Behaviour and Relationships Policy 2026 – 2027

“New Bewerley Community Primary is more than a school to those who attend here. This school is a caring, welcoming hub within the community, a place which values everyone. Leaders have the highest expectations and care for all pupils. Pupils in the school are curious and polite. Pupils behave well. If a pupil struggles to follow the school’s rules, a consistent approach is followed to support and help them make the right choice”. (Ofsted, 2023)

Aim and Rationale:

New Bewerley Community School is committed to providing all our children and staff with an established safe and respectful environment, where we can celebrate our community and encourage all to be at their best. We aim to create an environment where all feel valued; ensuring that the life chances of all children are improved and where children understand, and eventually take with them, the ability to form meaningful and caring relationships that they can sustain.

We provide clear expectations for behaviour, including rewards, boundaries and consequences, as well as supportive measures. We understand that each child benefits from a consistent approach, but also that these consistent approaches may differ to support the individual needs of our children. We identify that behaviour is a form of communication, and also one of expressing a need or worry.

This policy aims to support the school community in relationships and the behaviour of all. We want positive behaviours and relationships to be at the heart of our learning and interactions, allowing everyone to work in an effective, collaborative and consistent way.

School Values and Ethos:

Our children thrive under our ethos of;

‘Every Child, Every Day,
Engaged in Learning,
Prepared for the Future’

In doing so, children are taught and aspire to;

				
Celebrate	Collaborate	Commit	Contribute	Create

School and Classroom Rules

At New Bewerley Community School, we have three simple expectations that will ensure a purposeful and calm environment to ensure that all children are able to learn. These expectations are consistently reinforced by all adults within the classroom environment and throughout school when discussing behaviour with children. These expectations will be visible in all classrooms, and will allow children to reflect on their behaviour. These include;

- Be Ready
- Be Respectful
- Be Safe

Other General Rules Within School:

By implementing our 5C's and developing, and therefore maintaining positive relationships within school, all children and staff must work collaboratively and model expected behaviours in and around the school setting. These include;

School Corridors	Lunch Hall	Assembly
Walk quietly, in an orderly manner, on the left-hand side of the corridor.	Walking quietly and in an orderly manner from the playground/classroom to the lunch hall.	Entering and leaving assembly in a quiet and orderly manner.
Holding doors open for others.	Lining up quietly until dinner is served to one another.	Listening to the Artist of the Week, whilst entering and leaving the assembly.
Being kind and helpful, such as saying 'Morning' to one another and offering to help children/staff with tasks.	Maintaining a tidy area where each child has been eating, including clearing you tray.	Engaging with the assembly, asking questions and discussing the content.
Keeping areas tidy for all to use.	Sitting appropriately and using table etiquette.	Sitting appropriately, in star position, keeping our hands and feet to ourselves.
Looking after personal property and that of others, such as lunchboxes.	Maintaining an appropriate noise level.	
	Supporting peers where necessary.	
	Saying 'please' and 'thank you'.	

For behaviour expectations for playtimes and lunchtimes, please refer to the 'Playtime and Lunchtime Policy'.

New Bewerley Support Strategies

To have an effective learning environment for children where they are able to learn and feel safe, staff will;

- Ensure that classroom environments are organised and meaningful in order to minimise disruption and have the ability to be responsive with their approach to teaching and learning.
- Have proactive and regular discussions about the school and classroom rules.
- Understand the children as individuals.
- Differentiate and adapt their teaching to suit the needs of all children.
- Give children appropriate responsibilities within the classroom.
- Be consistent when supporting inappropriate behaviours.
- Reward positive behaviours throughout the day, within the classroom and throughout school.
- Provide access to the Zones of Regulation for regular self-check ins.
- Support children in providing access to a different space for regulation or reflection.

To promote positive learning behaviours within school, all staff promote and role model the above consistently.

The use of strategies to support these positive learning behaviours and support for other behaviours within school include;

The Zones of Regulation

Children need support in identifying and understanding different emotions. To enable this, we use 'The Zones of Regulation' throughout school. The Zones of Regulation is a curriculum taught within school, which enables children to be able to identify their own emotions, whilst supporting them with strategies to self-regulate (Appendix A). These include:

- use of language
- application of colours to feelings
- considering their response to these feeling
- calming and regulating activities.

It is delivered through regular whole-class teaching sessions within PSHE, as well as through more bespoke interventions, in response to individual need. This approach helps children to:

- understand themselves better.
- rationalise their worries and/or concerns.
- learn to co-regulate, through adult modelling techniques and strategies
- become better able to manage their own emotions independently – self-regulation.

Repairing and Restorative Conversations

If any issues or conflict are evident, we encourage adults and children to have a restorative conversation with those involved, ensuring that it is completed in a fair, calm and respectful manner. This will continue to support and develop relationships within school. We will ask questions which will support children's understanding of what happened, such as;

- What has happened?
- Who was affected?
- What were you feeling?
- What were other involved feeling?
- How can we make things right?

PACE Model

Children perform best when they make good connections to others and develop a sense of belonging. The PACE model is a therapeutic approach that focuses on building safe and trusting relationships with children and young people, particularly those who have experienced trauma. It emphasises creating a safe environment through 'Playfulness, Acceptance, Curiosity, and Empathy' (Appendix B).

Staff support these connections by:

- Being physically and emotionally available such as, greeting children as they enter the room, giving them time and attention when necessary.
- Attuning to the child by mirroring their tone and mood - asking them about how they feel, using the Zones of Regulation within class and lanyards, letting them know/discussing you get how they feel.
- Being responsive, expressive and interactive - using facial expressions to show emotion, experiencing turn taking activities, sharing enjoyment and anticipation.
- Being playful in their interactions - having fun, playing games, singing songs, sharing jokes.
- Showing children that they are interested in them such as, doing things together, exploring, making things and learning about things collaboratively.
- Supporting wider connections, such as providing opportunities for connections with their peers and school community.

Rewards

At New Bewerley, we also develop children's confidence, resilience and self-esteem. We have high expectations for behaviour and this supports the ethos and vision for the school. By providing a range of rewards, we will celebrate all forms of social and academic achievements and recognise children's efforts. In doing so, the rewards will include;

- Class Dojo Points which result in certificates, rewards and experiences (Appendix C)
- Stickers
- Verbal Praise
- Certificates – Including those given in Celebration Assemblies and for attendance.
- Postcard - The teacher/SLT will send a postcard at the end of each half term.
- Over and Above Card from SLT for stand out achievement or meeting the '5's'.
- Golden Ticket – Access to a reward with the inclusion team for demonstrating our 5C's at all times.

Consequences for Behaviour

Every child knows the standard of behaviour that we expect in our school and strive to follow the three main school rules of 'Be Ready, Be Respectful, Be Safe'. Class expectations are generated by the pupils and the class teacher and will be revisited as appropriate throughout the year. They focus on clear structures and boundaries and are written in a positive manner.

However, when the school rules are not being followed consistently, staff will support children in identifying the triggers and provide the opportunity to solve the problem. For unacceptable behaviours, we will follow a ladder of consequences. The steps enable children to be supported throughout each stage, but also highlight the behaviours which are inappropriate and disrupting the flow of learning within the environment. See Appendix D for the ladder.

Behaviours may include;

- Disruptive behaviours which stop the flow of learning. This may include; shouting out, talking to a peer during the input, passing notes
- Verbal abuse to another child/adult.
- Ignoring instructions.
- Refusal.
- Disrespectful behaviours. This may include; raising their voice to an adult, answering back or making inappropriate comments.
- Fiddling with objects (ensure that this is not a self-regulation activity)

Behaviour Ladder in Detail

Concern	Consequence	Support	Script
Refocus	A warm, yet curious look to the child, reminding them of the expectations and how to refocus.	Provide verbal praise once the child does as expected after they have refocused. Use example children within the classroom, such as proximity praise.	“Well done, I can see that you are now...” ‘NAME is sitting beautifully, one dojo for you, I wonder who else is sitting like them’.
Verbal Reminder	Child/ren to be given a verbal reminder for their continued behaviour.	Class teacher or Support Staff to identify the cause for the behaviour – conversation with the child to identify any problems and clearly set expectations. Class teacher and/or support staff to model and provide suggestions for how the child/ren can change their behaviours. Provide verbal praise once the child does as expected after they have refocused.	“NAME, you are (label the behaviour). This is your verbal reminder”.
Verbal Warning	Child/ren to be given a verbal reminder for their continued and further intensified behaviour.	Class Teacher or Support Staff to have a further discussion with the child to identify problems, or titivate any strategies put in place. Class Teacher or Support Staff to model behaviours and offer support to engage children in positive behaviours.	“NAME, you have continued to (label the behaviour). This is your verbal warning”.

		De-escalation strategies to be used where necessary.	
C.A.R.T Consequence and Reflection Time Please Note: Physical assault to another child or fighting is C.A.R.T and no warnings will be given. This is when the assault is made with intent. Reflection Time and an investigation is needed with the children involved to ascertain the behaviours and what happened prior to the consequence been given. This needs to be added to CPOMS.	Children will miss up to 20 minutes of their lunchtime. Letter to be sent home to parents, explaining that their child has been to C.A.R.T. Letter to be hand given, as well as emailed.	Senior Leadership Team to support children within C.A.R.T., providing the opportunity for children to reflect on their behaviours and support necessary to ensure that the behaviour does not happen again. If children receive 3 C.A.R.T in a half term, a letter will be sent to parents and the SEMH Team will observe within the classroom, providing strategies to support behaviours in the classroom. These will be closely monitored. If children receive a further 2 C.A.R.T after this, parents will be invited in for a meeting to discuss behaviours and initiate a plan of support. If children receive a further 2 C.A.R.T after this, children will be placed within Inclusion for half a day and other plans will be initiated.	“NAME, you have continued to (label the behaviour). You will now be going to C.A.R.T at lunchtime.

Inclusion Support The Inclusion Team includes; • Emily Chapman (SEMH Lead) • Dawn Sharpe (Learning Support Lead) • Chloe Crabbe (Inclusion Support) • Lindsey McGregor (Inclusion Support)	If behaviours continue, despite C.A.R.T being initiated, or if they continue after children have attended C.A.R.T, the Inclusion Team will be asked to discuss behaviours with the children. Incident to be added to CPOMs.	The Inclusion Team will speak to the child/ren on a 1:1 basis in the classroom or Nest, identifying behaviours, problems and how to refocus. The Inclusion Team will co-regulate with the child if necessary or offer strategies to regulate independently. The Inclusion Team will complete a ZOR activity with the child before reintegrating the child/ren into class. The Inclusion Team will stay with the child/ren in class until they feel it is appropriate to leave. They will continue to monitor the child/ren throughout the day. Next steps will be discussed with the Class Teacher and Support Staff and regularly monitored.	“NAME, you have continued to (label the behaviour). Please can you go and speak to (ADULTs NAME ON CALL)” Class Teacher can ask for their support member of class to find/ask the Inclusion Team to attend class, depending on age and behaviours.
Senior Leadership Support This includes; • Hannah Roe (DHT) • Cat Barnes (SENDCo)	If behaviours continue despite reintegration by the Inclusion Team, a member of the Senior Leadership Team will be asked to attend. Incident to be added to CPOMs.	The member of SLT will speak to the member of the Inclusion Team/member of staff who has come to gauge what has been put in place prior to attending. The member of SLT will speak to the child/ren on a 1:1 basis out of	“NAME, you have continued to (label the behaviour). Please can you go and speak to (ADULTs NAME ON CALL)” Class Teacher can ask for their support member of class to find/ask the member of SLT to

		the classroom (corridor for example). The member of SLT will co-regulate with the child if necessary, or offer strategies to regulate independently. The member of SLT will phone parents, explaining the behaviours of the child over the course of the school day. The member of SLT will stay with the child/ren in class until they feel it is appropriate to leave. They will discuss their next steps with the Inclusion Team/Behaviour Lead.	attend class, depending on age and behaviours.
Head Teacher Support Juli Aldwinkle (HT)	If behaviours continue to escalate, and measures have been put in place, the Head Teacher will become involved with support of the Behaviour Lead. Incident to be added to CPOMs.	Child will be removed from the classroom and will spend time with the Behaviour Lead. A Team around The Child Meeting will be organised to discuss recent behaviours and a plan. This plan is to be shared with the parents. A meeting with parents will be organised to discuss behaviours and a clear plan. Observations and Monitoring will be put in place by the SEMH Team and Behaviour Lead.	“NAME, you have continued to (label the behaviour). You will now need to leave the classroom and go to the HT’s office and discuss your behaviour with them”. Support Staff can take child to HT/Behaviour Lead office.

If pupils display significant, challenging behaviours such as, physical assault to another pupil (dependent on the severity) or adult, absconding or intentional damage to school property, a member of the Inclusion Team and SLT will be sent for immediately. The outcome of any case deemed extreme, may be that a child may be suspended or permanently excluded, depending on the severity. For further information, please see the Suspension Policy.

When considering the behaviour of a child with SEND, staff will carefully consider whether the child understood the rule or instruction, and whether they were able to act differently on account of their SEN. Staff will then appropriately assess if it is appropriate to use a consequence, and where (if so) any adjustments need to be made.

Members of the Inclusion Team will monitor the behaviour of individuals with SEN or potential SEN via CPOMs incidents and through conversations with staff. The Inclusion Team will support staff in ensuring that the provision within class is accurate, as well as supporting staff to ensure that adaptations are allowed within teaching and learning if necessary. It may be necessary to refer to outside agencies or specific plans to be put in place, such as;

- Referral to SENIT, STARs, Educational Psychologist etc.
- Positive Behaviour Plan
- Individual Provision Map
- BIPRA / Crisis Plan
- Referral to Health and Safety
- Reduced Timetable
- Boxall Profile

Bullying

Bullying is defined as persistent behaviour by an individual or group with the intention of verbally, physically or emotionally harming another person or group. Incidents are not one-offs, they are frequent and happen over an extended period of time.

For additional information or procedures, please see our Anti Bullying Policy.

Racist Incidents

New Bewerley Community School are part of 'Give Racism the Red Card', where we are educating our pupils about how racism can affect individuals, and how as a school, we celebrate each other's faiths and cultures; celebrating our differences and similarities. Racist incidents will not be tolerated and will be treated on a par with physical assault. This may also require further intervention. Consequences and actions by the school will be proportionate with the perpetrator's age and level of cognitive understanding. Substantiated cases of racism will be reported as is our statutory duty to Stop Hate Crime UK. When a racist incident occurs, parents of all parties will be informed, strategies will be put in place to support their understanding of the incident and a letter will be sent home. The incident will also be logged on CPOMs.

Zero Tolerance Approach to Sexual Harassment and Sexual Violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be. The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school will be clear whether action taken is disciplinary, supportive or both. The school will make such decisions on a case-by-case basis, with the Designated Safeguarding taking a leading role. The Police and Children's Social Care will be consulted where necessary. The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
- Manage the incident internally
- Refer to Early Help
- Refer to Children's Social Care
- Report to the police

Please refer to our Safeguarding and Child Protection Child Policy for more information.

Child on Child Abuse

We recognise that children are capable of abusing their peers and that child on child abuse can manifest in many different ways, including bullying, cyber bullying, criminal and sexual exploitation, sexual harassment and violence, initiation/hazing, sharing of nudes and semi-nudes, up skirting (taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm) and abuse within intimate partner relationships. It is very clear that this type of abuse should always be treated seriously, and never just as banter, part of growing up or boys being boys.

Our school has a zero-tolerance approach to such attitudes and behaviours. We will take steps to minimise the risk of child-on-child abuse by ensuring students recognise behaviour that is not appropriate and understand how to stay safe and challenge and report unwanted behaviours.

We will also regularly review the school site and school activities to further minimise the risk of child-on-child abuse occurring.

Searching, Screening and Confiscation

In line with current Department for Education guidance on searching, screening and confiscation that school staff can search a pupil for any item if the pupil agrees. The Head Teacher and staff authorised by the Head Teacher have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Staff will seek authorisation from the Head Teacher or leadership team should this be necessary. Prohibited items are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article the member of staff reasonably suspects has been, or is likely to be, used to commit an offence or cause personal injury to, or damage to the property of, any person
- Mobile phones

Staff can seize any prohibited item found as a result of the search. Seized items will be handed to the Head Teacher.

The Power to Discipline beyond the School Gate

At New Bewerley Community School concerning behaviour, intimidation or incidents of hate witnessed by a member of staff or reported to school whilst a child is wearing his/her school uniform and travelling to and from school will be treated seriously.

If school believes that the child's behaviour is anti-social then the police may be informed. If the behaviour is criminal or poses a serious threat to a member of public, the police will be informed. School will also ensure that significant steps are taken to safeguard the child.

Pastoral Support for School Staff (DfE Statutory Guidance)

If the school has to use reasonable consequences to support the behaviour of a child, parents will be requested to support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head Teacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented. As employers, schools and local authorities have a duty of care towards their employees. It is important that New Bewerley Community School provides appropriate pastoral care to any member of staff who has been accused of misconduct. Employers should not automatically suspend a member of staff. The governing body should instruct the Head Teacher to draw on the advice in the 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers.

Pupil Support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Monitoring and Data

Behaviour monitoring is completed daily by the Inclusion Team, and staff can refer incidents to them at any time. If staff feel that a special educational need is also present, a referral form is completed and handed to the SENDCo or Behaviour Lead. Observations and monitoring will take place, before the identification of the next step is completed. Any observations are shared with the Inclusion Team within their bi-weekly meetings to ensure a consistent and collaborative approach is in place.

Behaviour data is analysed monthly. This includes identifying the behaviours within school, the location, timings and consequences. From this, plans of action can be identified for specific children, particularly those with numerous incidents. This information is shared with the Head Teacher, Senior Leadership Team and Governors.

Responsibilities

Behaviour is the responsibility of all stakeholders at New Bewerley. However, certain responsibilities are managed by governors, by key members of staff and parents & carers.

Class Teacher and Support Staff:

- Praise children on individual / group basis (public praise is very powerful), making explicit why: what rule they have followed, or what choice(s) they have made
- Follow our Ladder for behaviours when they are deemed inappropriate.
- Be consistent in our behaviour support.
- Treat each child fairly and with respect and understanding.
- Apply these principles, roles and responsibilities with their own class and around school
- Liaise with the Inclusion Team to seek advice from external agencies.
- Report to parents about the child's social and emotional aspects of school life, including behaviour and relationships.
- Build connections with their pupils so that they can best adapt the learning environment to facilitate good quality learning for all pupils.
- Provide clear boundaries, predictable routines, expectations and regulated responses to behaviour in their classrooms.

Head Teacher

In addition to the above, it is the responsibility of the Head Teacher to:

- Support the staff by implementing the policy, including the above objectives, and by setting the standards of behaviour
- Implementing this policy consistently throughout the school, and reporting to governors, when requested on its effectiveness
- Ensure the health, safety and welfare of all children in the school
- Maintain records of all reported serious incidents of misbehaviour
- For repeated acts of misbehaviour or very serious acts of anti-social behaviour, particularly where the safety of the school community may be at risk, the Headteacher may consider a **suspension or permanent exclusion**, in line with current Department for Education guidance; both these actions are only taken after the school governors have been notified

Governing Body

- The Governing Body is responsible for reviewing and approving the written statement of behaviour principles. The governing board's behaviour principles underpin the aims and ethos of this document.
- The Governing body will also review this behaviour policy in conjunction with the Head Teacher and monitor the policy's effectiveness, holding the Head Teacher to account for its implementation.

Parents and Carers

The school's ethos on behaviour is shared with parents when they visit the school for an admissions meeting. It is also detailed in the home/school agreement. The home/school agreement expects parents to work with staff to support their child if concerns about their child's behaviour are reported to them. Parents and Carers should:

- Read and agree with, by signing, the home school agreement when enrolling their child in school.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Address any queries in relation to their child's behaviour firstly with the class teacher, then to the Inclusion Team.
- Support the school in and work collaboratively with the school to ensure a consistent approach is provided for their child/ren.

Please Note = This policy has been written with child and parental views.

Appendix A:

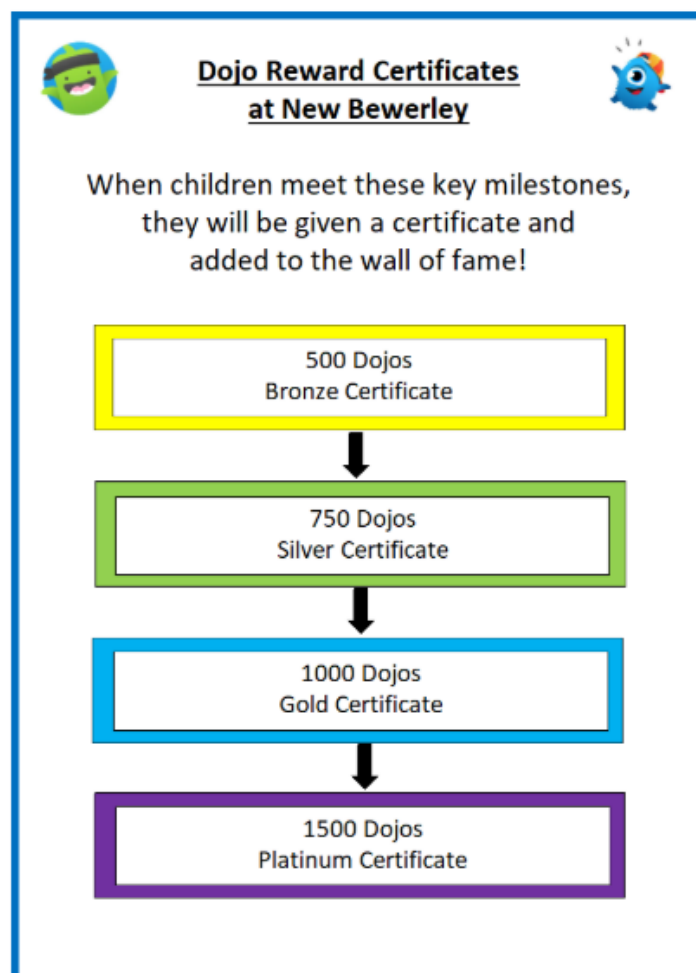
The **ZONES** of Regulation®

			
BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Ready to Learn	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Terrified Yelling/Hitting Elated Out of Control

Appendix B:



Appendix C:



Appendix D:

